DOCUMENT RESUME

ED 118 957 CE 006 529

TITLE The Status of Career Education in Georgia.
INSTITUTION Georgia State Dept. of Education, Atlanta.
PUB DATE [75]
NOTE 25p.; The introduction is missing from the report; Prepared by the Career Education Task Force

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Career Education; Educational Objectives; Educational Policy; Educational Programs; *Program Descriptions; *Program Development; State Programs; *State Surveys; Statistical Data; Teacher Education
IDENTIFIERS *Georgia

ABSTRACT

The Georgia plan considers career education not as a program but as a concept cutting across all other program areas, with potential for achieving a variety of educational objectives. The underlying principles are those of a comprehensive, integrated approach to education, a developmental focus on individuals, and the integration of subject matter with work and other life roles and values. Through this concept, all educators assist each individual at every level to progress toward a personally meaningful and productive career. The status report by the Career Education Task Force provides information on many facets of career education in Georgia, including, in addition to early childhood and special education, elementary, secondary, and vocational education, such components as administrative leadership, guidance, educational television, library services, adult and vocational education, adult basic education, and improvements necessary to continue the career education movement. The report notes the importance of the role of teacher colleges, and includes information on participation of student teachers in area career education programs. The format provides objectives, policies, plans, and operational procedures which facilitate career education, and statistical data. A State Board of Education policy statement and procedural guidelines are offered. (AJ)

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THE STATUS OF CAREER EDUCATION IN GEORGIA

Developed by

Career Education Task Force

CE006529

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

CAREER EDUCATION

Definition

Career education is a concept through which all teachers, in all curriculum areas, assist individuals at each educational level to make continuous progress in acquiring the abilities necessary to manage the career aspects of their lives in ways that are both personally satisfying and productive.

Abilities Needed

The abilities needed to manage one's career life include (a) knowing from tested experiences how one's own abilities, achievements, and interests relate to work and educational alternatives and how learning acquired in school is used in work-related activities; (b) identifying with work, workers, and work values; and (c) developing life-long skills regarding learning, career decision making, planning, job preparation, job seeking, and job success.

Elements of Career Education Concept

Career education includes (a) fusing career-oriented content and learning-by-doing activities into existing curriculum as a means to motivate and enhance achievement of basic skills; (b) allowing choices in educational experiences related to tentative career objectives; (c) using community and home resources for learning experiences; (d) implementing career guidance, planning and decision-making through group guidance and classroom activities; (e) providing specialized career exploration, job skill preparation, school-managed volunteer and paid work experience, and job placement; (f) unifying the fine, practical, and liberal arts by relating curriculum to work and other life roles and values; and (g) establishing responsible adult behavior as a performance standard of educational outcomes expected of every individual.

WHAT CONSTITUTES A CAREER EDUCATION UNIT?

Any vocational course, volunteer or paid work experience managed by the school, group guidance course, prevocational or exploratory course, or any course that systematically utilizes the career education concept to promote the achievement of essential career education goals. The State Superintendent will develop procedures and criteria for the approval of courses designated by local systems as being acceptable for a career education unit.

CAREER EDUCATION

OBJECTIVES BEING SOUGHT, PROGRAM DESCRIPTION, CURRICULUM MATERIALS STAFF DEVELOPMENT, AND CURRENT POLICIES, PLANS AND OPERATIONAL PROCEDURES WITHIN THE AREA THAT EITHER DIRECTLY OR INDIRECTLY FACILITATE CAREER EDUCATION.

GUIDANCE UNIT

Objectives--Develop a comprehensive and systematic career guidance program in K-14 in the state and implement this statewide.

Programs or activities--

Career Guidance Project--The development of a career guidance model which derives its goals, objectives and processes from identified developmental needs of students rather than from a traditional-based collection of "occupational and educational information" services. New training strategies need to be designed to ensure that teams of workers in career guidance possess the competencies required to effectively implement proactive curriculum-based processes. The main goal for the project is to develop and disseminate a conceptual model for secondary school (7-12) comprehensive career guidance programs. The model will consist of transportable packages which will provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes.
Number of systems with program - 16
Number of schools involved - 29
Number of students involved - 27,207
Source of funds - Vocational Education Resource Funds

Job Placement--In 1974 an organized job placement program was implemented in selected Georgia high schools. Placement is interpreted broadly to include a wide range of career development activities relating to exploratory work experiences, internship programs, volunteer youth programs, full-time and part-time employment and job retention. Placement is seen as an essential educational ingredient to aid very diverse student populations in making the transition into an increasing complex world of work. The school placement service is a total school effort initiated and maintained through cooperation among school guidance personnel, school vocational staff and various community and governmental agencies concerned with placement. The comprehensive placement services have components relating to planning and management, student development, job development, a records and information system, and follow-through activities. The emphasis in Georgia's placement model is upon career planning and the provision of opportunities through which students can gain experiences in the community to test and readjust career plans. Such plans include the student's immediate next step with options, short-range career plans with options, and tentative understandings of long range life goals.
Number of systems with program - 87
Number of schools involved - 100
Number of students served - 100,000
Source of funds - Vocational Education, Part D

Bread and Butterflies--During the 1974-75 school year, over 9,000 Georgia classroom teachers in grades four through six were involved in the implementation of the NIT curriculum series which integrates adult contracts, occupational information, community experiences, applied learning activities, interrelated subject matter, home-school-community projects, role-playing, and group discussions with the regular intermediate grade course work. Instructional leaders were trained in six two-day workshops around the state, on the concept of career education as implemented in "Bread and Butterflies" creates a demand for additional localized occupational resources and information geared to the needs and interests of elementary students and focuses on state and local career opportunities.
Number of systems with program - 128
Number of schools involved -
Number of students served - 90,000
Source of funds - Vocational Education State Funds

Curriculum Materials--
The bread and Butterflies Curriculum Guide is available to teachers without cost through the Department of Education.

A Career Guidance Guide has been developed and will be distributed statewide during the 1975-76 school year.

A Comprehensive Guidance Handbook is available to local counselors from the State.

Guide for Job Placement.

Staff Development-
Appropriate staff development is provided in all of the programs described:

Six two-day workshops to prepare local system leadership personnel to assist teachers in the utilization of the Bread and Butterflies Series.

Three two-day workshops with job placement personnel.

Four three-day workshops for personnel in Career Guidance Project.

Current Policies, Plans, Etc.--
Plans are to continue the programs described above and additionally, the Career Guidance Project will be expanded to cover grades 1-14.

PUBLICATIONS AND INFORMATION

Activities of the P & I Unit Involving Career Education
Written a number of speeches for Dr. Nix and others on career education, as well as a number of news and feature stories on career education programs. For the Governor's Conference on Career Education, the unit was responsible for a film on career education. Several television Public Service Announcements have been used many times -- for example, Cobb County Elementary Program, ACTION Program and the FEAST Program. As soon as confusion is cleared up by the Task Force on what career education is as seen by the Georgia Department of Education, a booklet on Career Education will be completed.

ADMINISTRATIVE LEADERSHIP

Objectives--To become informed about Career Education and programs available to school systems; to encourage systems to set up programs for Career Education; to help the systems with the organization, the materials available, and how to secure help from the State Department of Education; and to be aware of the systems with both good and bad programs.

Staff Development-- Principals in Second, Third, Seventh and Tenth Congressional Districts; Individual counties-Houston, Polk, Thomas and Grady; and Regional Directors are in many local systems as participants or resource people.

DIVISION OF SECONDARY SCHOOL VOCATIONAL EDUCATION

Objectives--1. To expand the career awareness, career exploration, career preparation and job placement programs now available in some school systems to all school systems; 2. To further develop curriculum materials to be offered on an individualized basis to students in career education courses and programs; 3. To aid the staff development efforts needed where both academic and vocational teachers should correlate educational experiences for the benefit of more career emphasis for students.

Programs and Activities--All programs and activities in vocational education are considered to be a part of career education. The more recent program developments related to career education are listed below with certain statistics relating to the scope of their operation in the state.

Program of Education and Career Exploration (PECE)

Number of Teachers	139
Number of Schools	138
Number of Systems	75
Number of Students	29,000

Coordinated Vocational and Academic Education (CVAE)

Number of Teachers	170
Number of Schools	158
Number of Systems	100
Number of Students	7,719

Job Placement as funded through vocational education grants to school systems

Number of Placement Officers	83
Number of Systems	83
Number of Schools	83
Number of Placements (1974-75)	10,000

World of Construction

Number of Teachers	63
Number of Classes	82
Number of Students	1,804
Number of Systems	45

World of Manufacturing

Number of Teachers	35
Number of Classes	50
Number of Students	1,100
Number of Systems	28

Mini Exploratory	
Number of Teachers	33
Number of Classes	65
Number of Students	1,430
Number of Systems	24

Power Transportation	
Number of Teachers	6
Number of Classes	9
Number of Students	198
Number of Systems	5

ACTION	
Number of Teachers	62
Number of Classes	62
Number of Students	974
Number of Systems	37

Home Maintenance	
Number of Teachers	48
Number of Classes	48
Number of Students	680
Number of Systems	40

Curriculum Materials

PECE Program - State Guides Available
Mini Exploratory Courses (Middle School) - State Guides Available in H. E., Ag., I. A., and B. E.
CVAE Program - State Guides Available
Job Placement - State Guides Available
Co-op Work-Study - State Guides Available in D. E., D.C.T., and V.O.T.
Agriculture - State Guides Available
Home Economics - State Guides Available
Business Education - State Guides Available
Industrial Arts - State Guides Available
Trade & Industrial (Day Trade) - Individualized Instruction Packages Available in 4 areas plus Health Occupations.

Staff Development

Programs are planned this summer and/or coming year for new and existing personnel in all career education programs. Many systems are applying and will receive vocational funds to conduct local staff development programs in addition to those conducted at the colleges and universities.

Financial Support--All funds currently available for vocational education research and exemplary purposes are being used to develop or operate career education programs. For example, the vocational research funds are used for the most part to support career awareness programs and vocational exemplary funds support the job placement programs.

EDUCATIONAL TELEVISION

Objectives--1. The acquisition, development and production of media to support the career education concept; 2. The delivery of media to meet the needs of LEA's as they develop the career education concept; 3. Planning with LEA's to help them acquire and produce media to support local efforts; 4. Planning with LEA's to help them organize and insure access to media related to the career education concept.

Program or Activities--1. Open circuit broadcast of Bread and Butterflies to 95,514 student viewers; 2. Selection and distribution of 16mm films related to career education; 3. Planning with each local system for the effective use of the $300 per teacher instructional materials funds allocated by the state to each LEA (Some of this money can be used, based on local needs, for career education material.); 4. Developing and distributing information brochures and schedules to teachers and administrators.

Staff Development--We do not carry out any staff development activities in career education but we are very involved in in-service activities for local media specialists. This activity is directly related in that the media center should be a focal point for teacher planning and the production and access to related media.

Current Policies, Plans, Etc.--1. The Instructional Materials Policy provides flow-through money for the purchase of media; 2. We involve using unit procedures, local and state level curriculum specialists, in the selection and development of media for distribution over the state. The career education concept could be dealt with in each case; 3. Our plans for strengthening building level media centers through planning, in-service and acquisition of materials and equipment could be coordinated to facilitate the concept; 4. Section 14 of APEG provides money for the local purchase of instructional equipment. It is presently funded at $1 per ADA. Equipment bought by local systems could impact on career education; 5. We operate a grant program for the purpose of demonstrating the desirability of central level coordination of the system media program. Approximately 25 systems participate each year. The state provides 2 months salary for a media person to plan and coordinate the system program. Most of the activity occurs during the summer and could be related to facilitating career education.

EARLY CHILDHOOD AND SPECIAL EDUCATION

Objectives--To prepare individuals to gain maximum benefit from daily living experiences; to provide realistic and appropriate training experiences which will allow for individual growth consistent with one's interests and abilities; to provide experiences which will maximize one's ability to make meaningful contributions to society; and to provide an atmosphere which enhances a positive self-concept for all individuals regardless of interests, abilities and limitations.

Program Description--To present thrust of special education in the direction of comprehensive services to all handicapped children has sharpened our awareness of the need for program emphasis in career education. If Georgia is to meet its legislative commitment of full services to all handicapped individuals aged 3-21, strong attention must be given to career education as part of a total effort to prepare today's pupils for tomorrow's world.

Current Status--VEAP (Vocational Education Awareness Program--for senior high handicapped pupils. The DeKalb County Project--for TMR. Thomasville Area for TMR--a Career Education Project. Centers which serve the Severely Emotionally Disturbed use Bread and Butterflies career education materials. A statewide workshop for teachers who work with multiply handicapped children is planned for this spring and will be oriented toward job opportunities for the secondary age population.

Policies, Plans, Etc.--Handicapped children need to be integrated into systemwide career education programs. As students move into awareness phases, they should have realistic counseling regarding work choices. In the experience phase of career education, pupils should be fully mainstreamed into the program as they will be in the work world.

ELEMENTARY EDUCATION

Objectives--Provide an easy transition of students from home to school and from school to school; help children develop positive attitudes toward work and recognize the important role work plays in individual life styles; there is no special time to begin career awareness. It is best to develop activities within the framework of the regular curriculum at all levels; don't squelch a child's enthusiasm, aspirations, imagination when he changes his mind-help him see possibilities; there should be a realization that career education must involve the community; utilize resource people as well as things from the community; there should be a realization that career education is not an isolated activity - or separate course in the school curriculum but it is the combined effort of the school and the community; in the elementary school there should be current and on-going experiences fused throughout the curriculum designed to assist the child in developing the skills and knowledge for effective participation in the role he will play later in life; work toward good work habits and positive attitudes toward work because good work habits and positive attitudes toward work learned and exercised in the elementary school will be extended to adult life and the roles people play; rely on research-type teaching along with small group, large group and individualized teaching; parental involvement is important to career education because parental attitudes toward work and education greatly influence the attitudes of the children; provide opportunities within the curriculum for students to have decision making experiences; help students understand their own capabilities, interest or limitations. This will be the beginning of his decision to choose a job on a level appropriate to his capabilities; extend the use of the series "Bread and Butterflies."

PUBLIC LIBRARY SERVICES

Objectives--(a) To acquire, develop and use all types of learning materials including books, films, filmstrips, lectures and programs to provide a variety of opportunities for children and adults to learn about professions, vocations and new opportunities for men and women of all ages; (b) to make these materials and the equipment needed to use them available at the time and place convenient for the user; (c) to support local groups and individuals who are conducting career education programs; (d) to plan with educational institutions, industry, employers and interested individuals to build collections of materials on subjects that are of local interest.

Programs or Activities--The thirty-six regional and nine county library systems will select, organize and circulate materials in all media to patrons of all ages, make bibliographies for students and groups on careers and work with teachers to develop better programs or provide classroom or library collections when needed.

Curriculum Materials--In support of various curricula, public library systems make materials available to individuals or groups upon request at the learning level and in the media most beneficial for the user.

Staff Development--Materials have been developed on the life coping skills needed for every individual. Lists and bibliographies may be developed to assist regional library staffs and, in turn, the individuals in the career education programs across the state.

Policies, Plans, Etc.--Career Education is one of ten priorities for the use of federal funds in public libraries approved by the State Board of Education. Public libraries are encouraged to address this priority.

Planning and Development-OFFICE OF ADULT AND VOCATIONAL EDUCATION

Objectives--To develop within the individual an awareness and understanding of the world of work; to develop within the individual a personal identification with the world of work which reflects his interest, abilities, and values; to develop within the individual career knowledge and skills necessary for the satisfactory entry into the world of work; to develop within the individual career decision making skills for the purpose of facilitating career choice, career placement and career adjustments.

Programs--VEAP-Program for the Handicapped. The VEAP program is designed to assist handicapped youth at the secondary level in identifying and pursuing career related objectives. A school based coordinator, working with approximately 25 handicapped students coordinates a prescriptive educational program for the handicapped including efforts in diagnostic assessment, vocational/academic curriculum planning and job placement.

VIP (Vocational Introduction Program)--A special six weeks summer program for disadvantaged secondary youth design to familiarize students with occupational training program and to develop introductory skills in a selected occupational area. The program is implemented by the two State residential vocational-technical schools at Clarkesville and Americus. For the six weeks duration, students are boarded at the two schools and are provided with free tuition, books and supplies. While at the schools, students are enrolled in an occupational training program for six hours per day. Guidance personnel are employed to plan and provide for guidance and related activities and to provide counseling assistance to individual students. The home school of each student grants credit for the VIP experience. Students participate in a work-study afternoon program to cover cost of lodging and meals. Tuition, books, supplies and transportation are provided free of charge to the students.

ADULT BASIC EDUCATION

Objectives--Career Education in our program is designed to give each adult a genuine choice, as well as the intellectual and occupational skills necessary to back it up. We do not define it, however, as a substitute for vocational education or general education, but it is a blending of both into an entirely new curriculum. We strive in our program to advance the fundamental concept that all educational experiences - curriculum, instruction, and counseling - should be geared to preparation for economic independence, personal fulfillment and an appreciation for the dignity of work. The statement in our State policies related to Career Education reads as follows, "Career Education shall be stressed at all levels. . ." We are of the opinion that if Career Education succeeds in modernizing the elementary and secondary curriculum most of our remedial adult education may one day become obsolete, but rather that adult education will become increasingly important as an extension of Career Education.

It has been conceived, recognized and treated as a part-time, temporary program which makes up for failures and addresses the disadvantaged. This has been and is true, in part, of the Adult Basic Education program. We believe and hope that there is a brighter future for the program. Instead of emphasis on failures or on the remedial, the program will be called by another name--Continuing or Life Long Education.

Curriculum Materials--Programs are funded 75% on the previous year's ADA and 25% on the target population. Approximately 15% of the total funds to the local system is used for curriculum materials. There is an abundant amount of free materials.

Staff Development--Staff development takes place on local, regional and State levels. The State Department ABE staff gives assistance in the planning of staff development programs based on needs on local and regional levels. An annual summer workshop is offered to the 676 part-time teachers, 35 full-time teachers, 69 part-time coordinators and 13 full-time coordinators.

Systems involved in the Career Education Program--There are 159 local systems participating in the Adult Basic Education program. In 1974, a total of 31,217 adults were enrolled.

Funding--The program operates on 90% federal funds and 10% State funds with an addition of $550,000 State funds.

STAFF DEVELOPMENT AND TEACHER EDUCATION

Objectives--Structure curriculum so as to present information to students which will cover the spectrum of needed skills, citizenship and human relations, aesthetics of art-music-drama and a broad coverage of career opportunities. Prepare teachers who know and appreciate the career implications of the subject(s) he/she teaches. Develop funding sources and an awareness of the need for broad career education.

Programs or Activities--(1) Each of the teacher preparation institutions (33) should have a thread of career preparation through each of their preparation programs. This is especially important at the graduate level where qualified teachers should become very aware of the implications and use of what is taught

This might be brought about by changing the general criteria on instructional methodology and each individual program criteria to include competencies related to career education.

Curriculum Materials--Materials developed for students use could be used in teacher preparation.

Staff Development--In addition to the pre-service preparation mentioned before, each system with a system staff development plan can and should build career education into the local plan. This will be necessary if they get after student needs.

Our area staff development consultants need an in-service day with the objective of making them aware of the implications of career education and means of incorporating these into local staff development plans.

Procedures that Directly Facilitate Career Education--(1) Local plans for staff development, (2) assistance of area consultants, (3) work with CESA staff in local system staff development.

INSTRUCTIONAL LEADERSHIP UNIT

Objectives--1. To assess curriculum materials which have been developed to determine relevancy for career education. 2. To include items for career education in future curriculum materials which are produced. 3. To assist local education agencies producing curriculum guides to include strands for career education.

Curriculum Materials--Guides are available in mathematics, science, social science, English, health and physical education and music.

Staff Development--Workshops are held in all subject areas.

EDUCATIONAL IMPROVEMENT

Programs or activities--Statewide Testing--In order to insure that Career Education take hold in the on-going programs, the State Department of Education is in the process of adjusting the criteria and standards of student measurement to incorporate career development goals and processes. The goal statements of career development are being translated into specific learning outcomes for various age groups as measured by the Georgia Statewide Testing Program, administered in all schools throughout the state at grades 4, 8, and 11. Educational Testing Service under contract with the State Department of Education is developing a series of criterion-referenced tests to include the measurement of student progress toward career development goals and objectives at the fourth and eighth grade levels.

Internship Program--The Department of Education has recently funded a developmental Title III project to help meet the career development needs of secondary students through a structured series of work experiences enabling students to understand the full range of work roles within one organizational setting. Students receive regular school credit in lieu of pay through the subject area course relating to the student's interest and the internship experience. Students will be released for the equivalent of half a school day per day for one quarter to participate in a work setting using their academic skills and interest for the purpose of gaining personal, career, and educational experience and skill. The same type of exploratory and skill development community-based

work experiences available through co-op programs need to be made available to students whose interests lie in other areas.

Fine Arts Cluster--The purpose of the project is to develop a Fine Arts Career Education Cluster for public school students. The project will be developed and tested for universal use in other school systems. Development of Career Awareness instructional units, Career Exploration instructional units and Skill Development and related knowledge units in order for students to be employable or ready for post-secondary education upon leaving high school is currently underway.

Public Service Occupations Curriculum Project--The outcome of the Public Service Occupations Curriculum Project is the development of curriculum guidelines for the public service occupations field. This is a five-volume series designed to assist persons in implementing career education programs concerned with public services occupations.

Secondary Career Guidance and Planning--The Georgia Department of Education, working in cooperation with CESAs and 16 local school systems, is making an intensified effort to improve the nature and quality of public school guidance in the state. This effort includes a three-year Title III project designed to develop a competency-based guidance program that will be usable in all Georgia high schools. In addition, Part C funds have been acquired to develop, at the state level, a comprehensive vocational guidance component that will be an integral part of the preceeding project. This component will emphasize career development of high school students and will concentrate on career planning through specifically designed curriculum based guidance courses.

CEEB Consortium--Georgia is one of the six states in a consortium including Maryland, New Jersey, Minnesota, Louisiana, and Ohio working with the College Entrance Examination Board to develop instruments to measure career development competencies of elementary and high school students. These instruments, to be field-tested in the Fall of 1975, will be an additional source of assessment to Georgia's Career Education efforts and will, through Georgia's input to the Consortium, reflect many of the goals and concepts underlying Georgia programs.

V-TECS Consortium--Georgia has joined eight other states to determine the specific tasks related to most of the basic jobs represented in the training program of vocational-technical schools. This effort will enable vocational skill development courses to improve evaluation, communications with employers regarding: student skills, and individualization of instruction.

Approved Programs for Teacher Education (Bill Leach)

College Evaluations--Colleges are now evaluated using Criteria for Approving Georgia Institutions and Programs for Teacher Certification. As currently approved, these have no specific reference to Career Education. It has always been felt, however, that the utility of what is being taught should be a part of the professional preparation of teachers and we have looked for this as we read course syllabi. This was given added emphasis when the Performance Missions of the Department of Education were presented in 1973. Since that time, we have expected teacher preparation to prepare teachers to "extend career education to all students."

In the future it would be desireable to include a member from the Career Education Task Force on each of the college evaluations to aid with this specific responsibility.

Proposed Program Criteria

New graduate criteria have been approved by the Georgia Teacher Education Council and are being recommended to the State Board of Education in June. These include the statement "Graduate approved programs should be related to the Missions of the State Board of Education and the Goals for Education in Georgia." Both the "Missions" and "Goals" have specific requirements for Career Education.

Title III Adoption/Adaptation and Developmental Projects (Paul Scott)

1974-75	Title III	VOCATIONAL
Colquitt County	$5,063	$5,062
Green County	4,201	4,200
Hancock County	11,105	11,105
Oconee County	2,818	2,817
Union County	4,001	4,001
Charlton County	6,435	6,435
Effingham County	4,598	4,598
Terrell County	8,200	8,200

Adoption/Adaptation Projects with Career Implications (1975-76)

Wilkes:	Career Awareness
Burke:	Career Awareness
Early:	Career Awareness, Middle School
Douglas:	Survival Skills Project
Jenkins:	Career Education (K-12)
Lincoln:	Career Education
Towns:	Career Education
Dawson:	Career Education
Rabun:	Study for Comprehensive High School
White:	Development of a Media Center

Projected Funds Attached. (1975-76)

Certification Renewal (Fulton Stone)

New certification policies, effective 7-1-74, state that professional education certificates may be renewed upon completion of ten (10) quarter hours of senior college or graduate credit or the equivalent in-service training in an area of assessed need upon approval of a local plan. (The next statement is before the June Board.) "The policies further state that courses taken to renew a certificate be in areas of needed professional growth, advancement, and/or program improvement as determined by self and external assessment, and approved by either the college advisor when a program approved the the State Department of Education or the employing superintendent according to policies and procedures set forth in the local staff development plan."

Examples:

1. Summer training programs for secondary school teachers (particularly English and social studies teachers) to prepare them to compliment the local job placement program by assisting students in class in the development of pre-employment and job-holding skills. The job placement coordinator could then work with these teachers during the academic year to help them to incorporate the training received during the summer into their curriculum. The summer training along with implementation during the academic year could be used as a basis for five quarter hours staff development credit for certification renewal.
2. Summer training programs for math and vocational cluster teachers to utilize special vocational math books developed specifically for interlocking math and vocational curricula. The math and vocational cluster teachers could then incorporate the vocational math books into the curriculum during the academic year and could be the basis for five quarter hours staff development credit for certification renewal.

Facilitator Activities (David Watts)

A comprehensive effort toward educational improvement requires three steps: 1. Development and demonstration of validated educational improvement practices; 2. A system to provide linkage between validated practices and potential adopters; 3. A process by which local systems may acquire and implement an educational improvement activity developed elsewhere which addresses the LEA's critical needs.

The Georgia Facilitator Project is the linkage system required. The State Facilitator serves as the receiver of information about validated projects from around the country. He distributes that information to each of the 16 CESAs. Each CESA then matches local critical needs with projects which address them. To do this, the CESA has two areas of responsibility. First, they will each establish a resource center where materials are catalogued. Secondly, they provide the training necessary to enable local systems to accomodate and successfully adapt to the changes required by the successful installation of a new program.

Although all validated programs will be received and distributed in this manner, special emphasis will be placed on those programs which address Georgia's critical student needs. One of these needs is Career Education. Further, Career Education may be integrated into all curriculum areas and can provide useful instructional tools for teaching at all levels.

Student Assessment (Larry Hutcheson)

The Georgia criterion-referenced tests in math, reading and career development are based on learning objectives developed by local teachers and other educators and are designed to measure progress at the fourth and eighth grades toward objectives which are already developed for seventeen-year-old youths by the Atlanta Assessment Project.

Test items were prepared by specialists at Educational Testing Service and were reviewed by committees of Georgia educators for relevance and appropriateness to the objectives. Field testing was carried out on a stratified random sampling basis, with students from approximately seventy-five systems participating. Item analysis data from the field testing was reviewed by the committees to select the most useful items for the final version of the tests.

The mathematics tests are based on objectives which relate to mathematical concepts, relations and operations essential to learning in mathematics and to everyday living. One of the twenty objectives specifically states that students should be able to apply the concepts to vocational situations.

The reading objectives relate to word associations and recognitions, semantics and study skills. Several of these are stated so that the skill relates to the general process of living, such as being able to distinguish facts from opinion and fantasy, being able to draw conclusions, understand cause and effect relationships, and the like.

The career development test objectives relate to the areas of self-understanding, education, work and occupations, and decision-making. The tests are designed to measure the progress of students in the development of abilities which are utilized in making choices and adjustments throughout life with regard to education, employment, or voluntary work, as these decisions relate to present and future options and their associated life styles. Test items measure such things as self-awareness, respect for self and others, socially acceptable behaviors, relationship between personal characteristics, knowledge, skills and job fields, and between work and leisure activities, the relevancy of school experiences to life and work situations, the value of learning and various aspects of decision-making.

These tests are being developed using state funds at a cost of $110,454.

Student Teaching (Jerrell Lopp)

The preparation of student teachers in terms of the Career Education concept is done only in college coursework. We currently have no way of knowing which supervisors utilize this concept. However, developing a list of student teaching supervisors who develop this concept might be a possibility. With approval by the State Board of Education in June, we will know that graduate level teachers have some orientation to Career Education.

Staff Development (Fulton Stone)

Approximate figures:	FY 75	FY 76
Number of Systems	24	33
Number of Personnel	1,261	1,106
Number of Vocational Dollars	$46,635	$36,280
Number of Other Dollars	$41,380	$188,995

Career Education Courses, Workshops and Concepts (Marion Scott)

The following institutions in the State have offered special workshops, courses in Career Education, and dealt with the concept of career Education within a course.

University of Georgia
Georgia State University
Georgia Southern College
Valdosta State College
Savannah State College
West Georgia College

CAREER EDUCATION

Institutions utilizing the career education concept as a course, unit within a course or as a workshop.

Institution	Course	Unit within a Course	Workshop
AGNES SCOTT COLLEGE	NO	X	NO
ALBANY STATE COLLEGE	NO	X	X
ARMSTRONG STATE COLLEGE	NO	X	NO
ATLANTA UNIVERSITY	NO	X	NO
AUGUSTA COLLEGE	NO	X	X
BERRY COLLEGE	NO	X	NO
BRENAU COLLEGE	NO	X	NO
CLARK COLLEGE	NO	X	NO
COLUMBUS COLLEGE	X	X	X
COVENANT COLLEGE	NO	X	NO
EMORY UNIVERSITY	NO	X	NO
FORT VALLEY STATE	NO	X	NO
GEORGIA COLLEGE	NO	X	NO
GEORGIA SOUTHERN COLLEGE	X	X	X
GEORGIA SOUTHWESTERN	X	X	NO
GEORGIA STATE UNIVERSITY	X	X	X
MERCER UNIVERSITY	NO	NO	NO
MERCER UNIVERSITY OF ATLANTA	NO	X	NO
LAGRANGE COLLEGE			
MOREHOUSE COLLEGE	NO	X	NO
MORRIS BROWN COLLEGE	NO	X	NO
NORTH GEORGIA COLLEGE	X	X	NO
OGLETHORPE UNIVERSITY	NO	X	NO
PAINE COLLEGE	NO	X	X

	COURSE	Unit within a Course	Worksho
PIEDMONT COLLEGE			
SAVANNAH STATE COLLEGE	X	X	X
SHORTER COLLEGE	NO	X	NO
SPELMAN COLLEGE	NO	X	X
TIFT COLLEGE	NO	X	NO
UNIVERSITY OF GEORGIA	X	X	X
VALDOSTA STATE COLLEGE	X	X	X
WESLEYAN COLLEGE			
WEST GEORGIA COLLEGE	X	X	X

CAREER EDUCATION POLICY

The State Board of Education believes that career education is a concept through which all educators assist each individual at every educational level to make continuous progress in acquiring the abilities necessary to satisfactorily manage a personally meaningful and productive career.

In pursuit of this concept the schools shall help the young people to (a) know through broad experiences how one's own abilities, achievements and interests relate to work and educational alternatives and (b) know how learning acquired in school is used in work-related activities; (c) identify with work, workers and work values; and (d) develop skills and attitudes needed for continued learning, career decision making, planning, job preparation, job seeking and career success.

Local school systems' curriculum should be organized to reflect the following elements of the career education concept; (a) using career-oriented content and learning-by-doing activities in existing curriculum as a means to motivate and enhance achievement of basic skills; (b) implementing group guidance and classroom activities which encourage individual responsibility for personal career planning, and a broadening of perceived occupational and career choices; (c) using community and home resources for learning experiences; (d) creating enough flexibility so that students may combine a wide range of educational experiences to create their own personalized curriculum related in part to career exploration and/or tentative career goals; (e) offering experiences and opportunities for increased career options through career exploration, school-managed volunteer and paid work experience for credit, development of entry level job skills and job placement; (f) relating the fine, practical and liberal arts to work and other life roles and values; and (g) establishing work related performance expectation that each secondary student is expected to demonstrate prior to leaving school.

The State Board of Education directs the State Superintendent of Schools to give direction, encouragement and assistance to local school systems in implementing career education as a concept within the public schools. In performing this function the State Superintendent shall:

(a) develop and make available an up-to-date resource guide for use in local school systems for superintendents in implementing career education.

(b) incorporate the concept of career education into the curriculum framework.

(c) develop procedures to insure that local educational plans and proposals submitted for state funding include plans for implementing the career education concept;

(d) develop and apply standards to assess the quality of the career education concept; and

(e) develop and review annually a plan that specifies how the State Department of Education will assist local systems in implementing the career education concept.

EXECUTIVE PROCEDURES

Each office shall develop annually a plan for career education including the following five components to be coordinated and reviewed by the Superintendent's Task Force with recommendations being made to the State Superintendent. These plans shall be due prior to submission of the annual budget. Each office plan will at least address the following questions:

1. What are the end products expected? How are they to be reached? What objectives and assistance will be given to local systems in order to implement the career education concept?
2. What procedures will be implemented in order to achieve the objectives? What are expected results, how will they come about, under what policies or administrative procedures revisions or developments? Who will supervise and evaluate the program?
3. How will the objectives be evaluated annually to determine the extent of achievement?
4. What progress was achieved over the previous year?
5. How does the proposed budget relate to the career education plan proposed by the DOE Office under which it operates?

The Superintendent will direct the Career Education Task Force to coordinate ~~the development and updating of:~~

(a) the development and updating of a resource guide;

(b) the incorporation of the career education process throughout the curriculum framework which will be the responsibility of the Office of Instructional Services; and

(c) the development of standards to be applied to career education through the Office of Administrative Services.

Further, the Superintendent's Task Force will work through each office to review guidelines and procedures for local systems to submit plans and proposals to the state for funding regarding the inclusion of the career education concept.